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ABSTRACT

Four issues of volume 5 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter are compiled in this publication. The first issue presents a preview of the monograph "Outdoor Education: A Synthesis" which synthesizes and conceptualizes the current knowledge in outdoor education. A preview of "A Synthesis of Current Research in Migrant Education" is given in the second issue. Issue Number 3 includes an article on flexible scheduling--"Flexible Scheduling for a Small High School". Also included are citations of documents: (1) on flexible scheduling found in the ERIC system; (2) from the National Study of American Indian Education; and (3) from ERIC/CRESS. Articles in the fourth issue are: "Program to Prepare Elementary Principals for Districts with Mexican American and Indian Students"; "National Conference on Indian Education"; "Ford Foundation Fellowships"; and "Traveling Art Studios Bring Cultural Studies to Indian Schools". Four documents dealing with preparing teachers to work with Mexican American and American Indian students are cited. (NQ)

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ERIC CRESS

NEWS LETTER

Volume 5, No. 1

March 1970

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Preview of OUTDOOR EDUCATION: A SYNTHESIS by

George W. Donaldson and Oswald H. Goering
Professors, Department of Teacher Education
Northern Illinois University
DeKalb, Illinois
*(Preview by Stanley R. Wurster
ERIC/CRESS Research Associate)*

Today, what is currently called outdoor education in this country owes its beginning to the thrust of children's camping in the later years of the nineteenth century. This movement from camping orientation to the present-day outdoor education programs in existence has produced new knowledge in the field of outdoor education.

It is the purpose of the authors, in their monograph, to synthesize and conceptualize the best of the new knowledge in outdoor education. They examine new knowledge in terms of principles, history, educational experiences, administration, and teacher education.

Principles

Eight principles of outdoor education, identified by studies of successful programs and by research, are summarized. These principles reflect social changes, such as the rapid industrialization of our society and the accompanying rural-to-urban movement, which have brought about new educational needs. While no claims are made that outdoor education solves all of the problems of rapid technological change, it is held that outdoor education does meet some of the educational needs.

History

The historical development of outdoor education is traced through the 1930's and 1940's. It was during this period that the Life Camps-National Camp in New Jersey and the Kellogg Foundation's camps in Michigan had their beginnings. At the close of World War II, L. B. Sharp of New Jersey and Julian W. Smith of Michigan emerged as key figures in the outdoor education movement.

The 1950's saw outdoor education move to practically every state in the United States. The Outdoor Education Project of the AAHPER (American Association of Health, Physical Education, and Recreation) aided in this diffusion process.

In the 1960's, the Federal Government entered the field, and numerous outdoor education programs were funded under the Elementary and Secondary Education Act of 1965 (ESEA). Two other significant contributions were (1) the founding of the Council on Outdoor Education and Camping of the AAHPER in 1964 and (2) the publishing in 1966 of the *Journal of Outdoor Education*, the first national magazine in the field.

Educational Experiences

Stated educational objectives are traced in the monograph to indicate the transition of outdoor education from its "camping" phase to the more nearly academic orientation of today. In the 1960's, a student was much more likely to see outdoor education justified in terms of traditional subject matter, as opposed to the earlier health-welfare justification or the social-environmental justification.

The authors of the synthesis mention that recent publications have concentrated more on educational content of outdoor experiences than on administrative concerns, and programs funded under the ESEA of 1965 have produced a substantial increase in curriculum materials.

Administration

Personnel, facilities, and financial problems receive attention in this synthesis since outdoor education programs pose unique problems to school administrators.

The *News Letter* is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

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Various ways in which administrators can encourage teachers to use the outdoors are outlined. It is pointed out that the former emphasis on securing staff members with considerable summer camp experience has changed and that, today, regularly certified teachers are preferred in most school systems. Also, specialized personnel in outdoor education programs, such as the ecology counselor and the geology counselor, are beginning to appear.

The authors note that securing facilities for outdoor education programs has been a major problem for school administrators. The realization that ownership of facilities is not essential and that others are willing and eager to share in providing facilities for outdoor education activities has somewhat eased the apparent facility crisis.

As indicated in this monograph, the ever-present problem of financing outdoor education has changed in complexion as time has passed. More public support is now being offered to finance outdoor education programs which once were offered only in affluent school districts or which were totally supported by parents of attending youngsters. However, even today, an outdoor education program is often conceived of as an "extra."

Teacher Education

It is noted that teacher education institutions need to include outdoor activities as a regular part of professional preparation. Provisions which should be included in teacher education programs and in the inservice education of teachers are indicated.

Two patterns of internal organization in college and university programs for outdoor teacher education have emerged. While some institutions have chosen departmental classification, most have chosen an interdisciplinary approach. It is pointed out that there has been no empirical research to justify either choice.

* * *

The foregoing article is a preview of Outdoor Education: A Synthesis, *a forthcoming monograph in the ERIC/CRESS series on outdoor education.*

OUTDOOR EDUCATION: AN OVERVIEW

A five-page paperbound monograph, *Outdoor Education: An Overview*, by Julian W. Smith—Professor, and Director of the Outdoor Education Project of AAHPER, College of Education, Michigan State University—is now available from ERIC/CRESS while the supply lasts (see back page for complete address).

SUMMER PROGRAMS FOR 1970

A Cultural Caravan Seminar, designed to acquaint students with the numerous cultures thoughout the Southwest and Mexico, is being offered in the 1970 summer session. For information, write to

Metropolitan State College
250 West 14th Avenue at Civic Center
Denver, Colorado 80204

Classes and Workshops Related to Education for Spanish American Students are to be offered in the 1970 summer session. For information, write to

Adams State College
School of Education
Alamosa, Colorado 81101

Summer Outdoor Education Courses in the areas of natural science, camping and outdoor education, social studies, and arts and crafts will be given for credit at the field campus for the six state colleges of New Jersey. For information, write to

Dr. John J. Kirk, Director
New Jersey State School of Conservation
Branchville, New Jersey 07826

A Summer Workshop to Train School and Public Librarians Who Work in Communities with Large Numbers of Mexican Americans and Indians will be sponsored by ERIC/CRESS from June 8 to July 3, 1970, at New Mexico State University. Four hours of academic credit in Educational Administration will be optional. A stipend of $75.00 per week plus $15.00 for each dependent will be paid. Applications will be accepted no later than April 15, 1970. For information, write to

Mr. Ronald Warmuth
ERIC/CRESS
Box 3-AP, University Park Branch
Las Cruces, New Mexico 88001

Two Classes Related to Disadvantaged Youth, to be offered for credit in the 1970 summer session, are Sociology 324, Minority Groups; and Education 503, Reading Readiness for the Disadvantaged Child. For information, write to

McRay Cloward, Dean
School of Continuing Education and Summer School
Southern Utah State College
Cedar City, Utah 84720

A Course on Knowing and Understanding Ethnic Minority Groups, Education 375A, is being made available for credit in the 1970 summer session. For information, write to

Summer Program for Teachers
School of Education
University of California
Berkeley, California 94720

Personality Development in Mexican American Children, S120, is a credit course to be offered as a part of the Mexican American Studies Program. For information, write to

Mexican American Studies Program
University of California
Riverside, California 92502

A Special Summer Workshop is to be made available for teachers of migrant children and for the Mini Corps students who will be assisting at migrant schools this summer. For information, write to

Stanislaus State College
800 Monte Vista Avenue
Turlock, California 95380

Psychology of the Disadvantaged, EP 478, will be offered as a three-hour course during the summer session at New Mexico State University. For information, write to

Dr. Richard DeBlassie, Head
Department of Educational Psychology
Box 3-AC
New Mexico State University
Las Cruces, New Mexico 88001

A Mexican American and Indian Fellowship Program for Principals is to be held from June of 1970 through May of 1971 at New Mexico State University. The deadline for applications and credentials is April 22, 1970. For information, write to

Dr. Darrell S. Wiley
or
Dr. Ignacio R. Cordova
Box 3-R
New Mexico State University
Las Cruces, New Mexico 88001

USING CORRECT ED NUMBERS

A recent general mailing announcement, disseminated by an organization which uses ERIC, cited the wrong ED number for a document available from ERIC Document Reproduction Service (EDRS). Naturally, this error has resulted in a number of people receiving the wrong document since EDRS fills orders by ED number only.

We wish to remind anyone making reference to ERIC documents in his writings to double-check all ED numbers and also to make note that a $.50 handling charge and applicable state sales tax should be added to the cost of the document.

INFORMATION SPECIALIST ATTENDS AAHPER CONFERENCE IN PHOENIX

Miss Charlotte Ann Loomis participated in the Conference on Creativity in Health, Physical Education, and Recreation sponsored by the American Association for Health, Physical Education, and Recreation (AAHPER). Many people were introduced to the ERIC system at the meeting, and new sources of documents were found. The conference was attended by 150 participants who related current theories about the nature and significance of human creativity to the personal and professional concerns of the members of AAHPER. A comprehensive set of ideas about creativity were developed and organized with a view toward the eventual publication of a book based on these ideas.

Miss Loomis has been selected as a member of the National Committee on Outdoor Education for Inner City Schools, a committee of the Council on Outdoor Education and Camping of AAHPER.

VOCATIONAL EDUCATION IN RURAL AREAS

B. Eugene Griessman and Kenneth G. Densley's *Vocational Education in Rural Areas*, a joint publication of CRESS and the ERIC Center for Vocational and Technical Education, is now available for $1.75 as an 84-page paperback. Copies of this review and synthesis of research may be obtained from

Manager, Duplicating Service
New Mexico State University
Box 3-CB
Las Cruces, New Mexico 88001

A limited supply of this monograph is also available from ERIC/CRESS (see next page for complete address).

MISSING PERSONS

Since October, ERIC/CRESS has received four requests which have been left unanswered because we have no return addresses for the persons requesting the information. The materials for these people are being saved in a basket in the Dissemination Office, awaiting letters asking why the materials have not been sent—but the letters have not come. If anyone knows any of the following people, we would appreciate a brief note telling us their addresses: Elaine Saber, Publications Assistant; Dr. Fred K. Hatt, Assistant Professor of Anthropology and Sociology; Larry Murray, Co-ordinator for Indian Education; and Mrs. Mary C. Robinson who formerly lived in Fort Apache, Arizona.

A reminder to those of you who request information from ERIC/CRESS—please make sure that your address is either on your letterhead or typed as the return address.

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NEW FORMAT FOR EXPANDED CIJE

Beginning with the January 1970 issue, *Current Index to Journals in Education* (CIJE) will have three new features which should prove to make it even more valuable to the educational community than it has been in the past.

First of all, annotations will be added for entries which need a bit more explanation than can be provided by descriptors and titles.

Secondly, the main sections of the publication will be rearranged so that the subject index, along with full journal citations, will appear as the first section of the issue.

Expanded coverage is the third feature to be provided by forthcoming issues of CIJE: approximately 500 journals are expected to be indexed in each edition of the publication. In keeping with this expansion of coverage, seven new journals will be processed by ERIC/CRESS: *Human Organization: A Scientific Quarterly for the Study of Developmental Change, Parks and Recreation, Journal of Leisure Research, Environmental Education, Sociology and Social Research, Research Quarterly* (of AAHPER), and *Journal of Health Physical Education Recreation.*

The *News Letter* was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3-AP
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Las Cruces, New Mexico 88001
Telephone: (505) 646-2623

ERIC CRESS

NEWS LETTER

Volume 5, No. 2 Summer 1970

Preview of

A SYNTHESIS OF CURRENT RESEARCH IN MIGRANT EDUCATION

by
James O. Schnur, Ed.D.

Assistant Professor of Education
State University College of Arts and Science
Geneseo, New York

(Preview by Alyce Nafziger, ERIC/CRESS Research Associate)

Dr. Schnur's purposes in writing his research monograph were "to present a broad view of migrant education, informing educators of the current practices and procedures being employed," and "to provide impetus for more and better migrant education programs, as well as pointing to directions for improvement of existing programs." The scope of the synthesis encompasses the chronological age range of the migrant (and his education) from cradle to adulthood.

OVERVIEW

A general description of the migrant is presented, along with migrant characteristics which reflect economic status, family-unit philosophy, habits and living conditions, educational levels, and social status. It is reported that the migrant tends to migrate due to his inability to secure regular employment in home communities. In this regard, the future of the migrant is painted as a rather bleak scene due to (1) the increase in mechanization which eliminates jobs and (2) the consolidation of farms which throws owners of small farms into the migrant stream. Dr. Schnur sees hope for the migrant if he can broaden his capacities and master new skills.

Present problems of the migrant which are discussed indicate that education is at least a partial, possible salvation of the migrant. However, obtaining an education becomes a problem due to the high mobility, limited cultural environment, and language differences of the migrant. Data indicate that the best estimate of the adult migrant's present educational achievement is about fifth-grade level—which does not equip him to compete in American society.

EXISTENT MIGRANT PROGRAMS

Positive and negative views are reported for day-care centers provided for migrant youngsters. The author suggests that migrant programs in the elementary school receive the most attention, and it is urged that emphasis in the elementary curriculum be on English as a second language and on oral language development. The monograph stresses the importance of keeping class size small and suggests frequent use of individualized instruction. Various instructional approaches are discussed, in all of which the student is successfully and actively involved.

Migrant education programs in seven states are described by Dr. Schnur. Among the numerous aspects of the programs discussed are curriculum, staff training, food and health services, and testing.

The author also discusses emphases at various grade levels. It is reported that, at the primary level in particular, individual help should be provided as needed and that outside classroom activities should be planned to correlate with regular classroom activities. It is also noted that token reinforcement has significant effects on the modification of social skills and learning behavior at the primary level.

Individualized instruction, ungraded classroom organization, verbal drill, and practice in conversation are just a few of the activities listed by Dr. Schnur as having been endorsed by usage at the intermediate grade levels.

The greatest problem involved in educating the migrant student at the secondary level is reported as being that of initiating his attendance and keeping him from dropping out of school. The author states that the major causes for dropping out are (1) finan-

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cial problems, (2) lack of achievement and motivation, and (3) lack of parental concern.

Findings show that adult migrant education is indeed a difficult task, but programs are now providing classes in such areas as reading, mathematics, English, health education, and consumer education.

In addition to discussing effective activities in education of the migrant, the author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education.

PROJECTIONS

The unmet needs in the education of migrants, recommendations emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in the concluding pages of the monograph.

It is Dr. Schnur's hope that his monograph will provide motivation, direction, and guidelines for educators involved in migrant education so that the trend of positive development in migrant education can be continued.

NOTE: The foregoing article is a preview of *A Synthesis of Current Research in Migrant Education*, a monograph in the ERIC/CRESS series on migrant education. A limited supply of the monograph is available from ERIC/CRESS (see back page for complete address).

ACQUISITIONS ASSISTANCE

With the advent of summer and that annual hiatus called vacation time, the receipt of documents at ERIC/CRESS tends to slow to a mere trickle. We would like to urge potential contributors to be especially generous during these next few months because the clearinghouse does not follow the school calendar. We do appreciate your contribution effort over the past school year and look forward to a renewal of that effort if you are unable to contribute during the summer.

As a reminder, please make sure that your name (as well as your address) is sent along with the document so that we can extend our thanks to you.

FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

Dr. Robert Havighurst, Director of the National Study, has informed ERIC/CRESS that the Final Report will be comprised of several series of reports. The individual pieces will be reaching the clearinghouse during the summer and fall and will be announced in *Research in Education* beginning in August or September. *RIE* will carry the abstracts and availability information. It is anticipated that the completed series will be available from ERIC Document Reproduction Service by late fall or early 1971.

CRESS ADVISORY BOARD MEETING

The Advisory Board of ERIC/CRESS met on April 30 and May 1 in Panama City, Florida, at the invitation of the Southern Association of Colleges and Schools. Purpose of the trip, aside from providing direction for CRESS, was to view facilities and programs at the Wewahitchka Public Schools, which comprise a part of the Rural Education Improvement Project sponsored by the Southern Association. Board members toured the Early Childhood Learning Center, which features team teaching of four- and five-year-olds as part of the public school program. The high school, a unique circular physical plant built around a materials resources center, was also visited. Board members and CRESS staff in attendance were served lunch in the combination cafeteria and auditorium, which also serves as an independent study area throughout the day.

SPECIAL NOTICE TO USERS OF RESEARCH IN EDUCATION

Eleven resumes (ED 034 076 through 034 086) were inadvertently omitted from the Document Resume Section of the April *Research in Education*. However, a correction page in the May issue of *RIE* clarifies the situation. The index entries (Subject, Author, Institution, and Cross Reference) are located in the April issue, and it is therefore suggested that any individual or organization binding sets of *RIE* may wish to relocate the correction page found in the May *RIE* to its appropriate position in the April issue.

NEW ERIC/CRESS PUBLICATIONS NOW AVAILABLE

The following publications may be ordered in paperbound copy from

Manager, Duplicating Service
New Mexico State University
P.O. Box 3-CB
Las Cruces, New Mexico 88001.

Orders must be prepaid or accompanied by a purchase order. Make checks payable to New Mexico State University.

* * * * *

Outdoor Education, A Selected Bibliography was compiled by Eulyne Fulton and Charlotte Ann Loomis to provide access to some the latest developments in outdoor education. All documents cited have appeared in *Research in Education* through December of 1969. A subject index of descriptors taken from the *ERIC Thesaurus* provides ready access to documents cited. The annotated bibliography establishes a series which will be updated periodically. (Price: $1.00.)

Impacts of Educational Change Efforts in Appalachia, by Lewis Donohew and Joanne M. Parker, is a survey of literature relating to developments and improvements in educational programs—particularly those by the Federal Government—in Appalachia. The presentation is primarily intended for teachers, administrators, members of school boards of education, and others involved in developmental programs in the Appalachian region. (Price: $1.00.)

Annotated Bibliography and Descriptive Summary of Dissertations and Theses on Rurality and Small Schools, by David R. and Tanya S. Kniefel, is a compilation of 76 citations from *Dissertation Abstracts* relevant to sociology, rural education, and small schools. Five ERIC descriptors provide the framework for the introductory synthesis, which is a representative sample of research efforts and their results. Prices and ordering information are given for each dissertation and thesis included in the bibliography. In addition, a subject index of ERIC descriptors is appended. (Price: $1.00.)

OUTWARD BOUND PRACTICA

Outward Bound announces the following Teacher Practica for the summer of 1970:

Hurricane Island Outward Bound School (men only)
in conjunction with Boston University
in conjunction with University of Massachusetts
July 15—August 15
$500

Dartmouth Outward Bound Center (co-ed)
in conjunction with Dartmouth College
August 2—August 30
$500

Colorado Outward Bound School (men and women)
in conjunction with Colorado State College
July 20-August 20
$500

Enrollment open to: Practicing teachers and administrators

Graduate credit available: 6 semester hours, or 10 quarter hours

Seminars on: Alienation and communication
Outward Bound philosophy, and its educational implications
Specific applications of the Outward Bound process

Interested people may write to:

Hurricane Island Outward Bound School
Post Office Box 426
Concord, Massachusetts 01742

Dartmouth Outward Bound Center
Box 50
Hanover, New Hampshire 03755

Colorado Outward Bound School
Post Office Box 7247, Park Hill Station
Denver, Colorado 80207

(Scholarship money is available for qualified educators.)

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NEW INFORMATION SPECIALIST AT CRESS

Miss Paula Sikes assumed the duties of Information Specialist at ERIC/CRESS on June 15, 1970. Miss Sikes received her Bachelor of Arts degree in Communication from Michigan State University in June of 1970, where she was active in numerous campus organizations, as well as being an undergraduate teaching assistant in the Department of Communication. Her honors included Alpha Lambda Delta, Honors College, and Mortar Board.

EDRS FOREIGN EXPORT CHARGES

Effective February 21, 1970 through February 20, 1971, export charges on orders from Canada and Mexico to ERIC Document Reproduction Service have been eliminated completely on individual orders under $50.00, and orders over $50.00 will have a 15 percent service charge. Export charges have been reduced from 25 percent to 15 percent on all foreign orders for collections and standing orders for microfiche announced in *Research and Education.*

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STAFF VISIT TO MEXICO

Betty Rose Rios, Supervisor of Acquisitions at ERIC/CRESS; Dr. Rupert Trujillo, Assistant Director of the Teacher Corps at New Mexico State University; and Dr. Carroll Hall, Assistant Director at ERIC/CRESS recently visited several rural schools in the vicinity of Chihuahua City, Mexico. Private and state-supported schools were also visited in the City of Chihuahua. Purposes of the trip were to gain a better understanding and appreciation of the educational system in Mexico, to introduce Mexican educators to the use and functions of the ERIC system, and to solicit documents for input into the system.

CRESS RESEARCH UTILIZATION STUDY

ERIC/CRESS received a grant for the purpose of evaluating research holdings and research utilization in the educational areas covered by the clearinghouse. Specialists in rural, Mexican American, Indian, and migrant education met at New Mexico State University on March 24-25 to determine the adequacy of past research, to identify gaps between research and practical needs, to identify types of future research which would be valuable, and to provide direction for operations of the clearinghouse. Dr. Everett Rogers, Professor of Communication at Michigan State University and member of the ERIC/CRESS Advisory Board, directed the workshop.

The outdoor education portion of the research utilization study was written up independently by Dr. George Donaldson of Northern Illinois University and was reviewed by Dr. Julian Smith of Michigan State University.

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ERIC CRESS

NEWS LETTER

Volume 5, No. 3 Fall 1970

Flexible Scheduling for a Small High School

by

Sister Mary of the Cross
Principal, Father Yermo High School
El Paso, Texas

What can be done when a small school with a tiny budget, a huge mortgage, and high hopes wants to offer seven periods to its students without lengthening the school day? Yermo High School serves middle and lower class families. The administration is aware of the need for varied subjects for its students who lack cultural background and will not get it after high school because work, not college, follows the high school diploma. A seventh period made up completely of electives had been offered to all students since the 1965-66 school year, but the school day was so long! Both teachers and students were worn out with the extra hour which made the school day end at 3:40. This did not count club meeting or athletics, which lengthened the time at school even more. We were determined, however, not to drop our electives period and equally determined not to begin the school day at 7:00 in the morning.

In May of 1969, my assistant principal said ominously, "Sister, we cannot teach a seven-period day. It's too wearing on the nerves for all of us." So I agreed that if a solution could not be found, seventh period would be dropped at Yermo for the 1969-70 school year.

During the summer, I racked my brain for some idea, any idea, to keep our seventh period. Why not, I wondered, continue to offer seven periods but make the day six periods long? I then proceeded to make a schedule which looked something like this:

	M	T	W	T	F	M	T
	1	7	6	5	4	3	2
	2	1	7	6	5	4	3
	3	2	1	7	6	5	4
Lunch	4	3	2	1	7	6	5
	5	4	3	2	1	7	6
	6	5	4	3	2	1	7 etc.

The periods were to be sixty minutes long rather than fifty-five as we had held them before. The more I thought about it, the better I liked it. Besides keeping the seven periods, there would be one day in every seven in which a period would be dropped, thus affording a nice rest for both students and faculty. In addition, teachers would not be faced by the same ravenous before-lunch students, sleepy after-lunch students, and weary last-period students every day since each class would be held at a different time daily.

It was truly my summer for brainstorms. As a principal who believes in the social, cultural, and educational value of school activities such as student council assemblies, pep assemblies, cultural programs, and talent shows, I have had the greatest of luck in having as assistant principal a man who agrees with my views and whose immense learning and cultural background have greatly aided the faculty and students in their search for more and more knowledge. Together, we worked out a shortened-periods schedule for days when special activities such as assemblies were planned. Classes could meet as usual, but for forty-seven minutes each rather than for the usual one hour. Forty minutes were allotted for a regular assembly with a leeway of seven minutes if needed. The assembly could be scheduled at any time of the day, and only the morning or the afternoon classes would be need to be shortened. This has made for a very flexible schedule; classes are not sacrificed, and the students have had an assembly, get-together, or what-have-you which has made the school more than a subject-learning center. For activities which take longer than forty-seven minutes, both morning and afternoon periods may be shortened and/or interchanged as necessary; thus, more than one and one-half hours may be made available for some special movie, party, or other activity.

A couple of times a year, a half-day activity is planned (such as Play Day). On those days, regular classes are held in the morning or afternoon; the next day, classes are resumed with the period left off on

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the day before (see sample schedule). For example, if periods three through six are held followed by Play Day, periods seven through five are held the next day.

All things considered, we at Yermo have found this schedule to be highly successful. The only drawback we can think of is that part-time teachers are on duty at different times, thus making it difficult for them to plan for home and business duties away from school. Since the only part-time teacher at Yermo adjusted beautifully to our revolving schedule, this constituted no problem.

Before we put the schedule into practice, one of our worries was the horrifying vision of dozens of students milling about helplessly because they had lost track of the period with which that particular day began. Astonishingly enough, the students adjusted to our new schedule immediately. They were all in the right classroom at the right time. The only mixed-up people were two teachers who stood in the middle of the hall, looked both ways a few seconds, and then came humbly into the office to ask where they were supposed to be. After that small crisis, everything was GO and continued to be so until school ended in May.

SAMPLE SCHEDULES
TAKEN FROM THE 1969-70 SCHOOL YEAR

(A)
Regular Classes (1 hr. each)

First Period	8:00 – 9:03
Second Period	9:06 – 10:06
Third Period	10:09 – 11:09
Fourth Period	11:12 – 12:12
Lunch	
Warning Bell	12:52
Fifth Period	12:57 – 1:57
Sixth Period	2:00 – 3:00
Homeroom	3:03 – 3:15

(B)
Shortened Classes (47 min. each)

First Period	8:00 – 8:50
Second Period	8:53 – 9:40
Third Period	9:43 – 10:30
Fourth Period	10:33 – 11:20
Fifth Period	11:23 – 12:10
Lunch	
Warning Bell	12:50
Sixth Period	12:55 – 1:42
Seventh Period	1:45 – 2:32
Eighth Period	2:35 – 3:22

Any period or block of periods can be taken for activities in Schedule B, or Schedules A and B can be mixed.

"No Activities" Week

M	T	W	T	F
3	2	1	7	6
4	3	2	1	7
5	4	3	2	1
6	5	4	3	2
L	U	N	C	H
7	6	5	4	3
1	7	6	5	4

Morning Activities

M	T	W	T	F	
5	4	3	2	Student Council	
6	5	4	3	1	Campaign
7	6	5	4	2	
1	7	6	5	3	
				4	
L	U	N	C	H	
2	1	7	6	5	
3	2	1	7	6	

Morning-Afternoon Activities

M	T	W	T	F
Talent	7	6	5	4
Show	1	7	6	5
1	2	1	7	6
2	3	2	1	7
3				
L	U	N	C	H
4	4	3	2	Law Day Assembly
5	5	4	3	1
6				2

Selected Related Titles Available Through ERIC

Abstracts of the following documents are available in ERIC's monthly abstract journal, *Research in Education*. Copies of the complete texts are available in microfiche (MF) and/or hard copy (HC) from ERIC Document Reproduction Service (EDRS), 4936 Fairmont Ave., Bethesda, Maryland 20014. Order all EDRS documents by ED number only.

Flexible-Modular Scheduling and Related Instructional Strategies, Atilano A. Valencia, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, July 1969. (ED 037 809. EDRS Price: MF-$0.25, HC-$1.55.)

Guidebook on Flexible Scheduling. A Report of the Study Group on Flexible Scheduling, Catskill Area Project in Small School Design, Oneonta, New York, July 1959. (ED 036 376. EDRS Price: MF-$0.75, HC not available.)

Promising Practices in Small High Schools. A Report of 15 Northwest Projects, Northwest Regional Education Laboratory, Portland, Oregon, January 1970. (ED 037 281. EDRS Price: MF-$0.25, HC-$2.85.)

Rural Education and Small Schools, A Selected Bibliography, compiled by Stanley R. Wurster and James E. Heathman, ERIC/CRESS, November 1969. (ED 033 257. EDRS Price: MF-$0.75, HC-$9.15. Also may be ordered, by title, from Manager, Duplicating Service, Box 3CB, New Mexico State University, Las Cruces, New Mexico 88001 for $1.25.)

ERIC/CRESS Representatives to Attend National Conference on Regional Educational Programs

Dr. Everett Edington and Miss Paula Sikes, both of ERIC/CRESS, will attend the National Conference on Regional Educational Programs to be held in Des Moines, Iowa on October 11-14, 1970. This year's conference theme will be "New Imperatives for Education in the 70's." It is sponsored by the Rural Education Association of NEA and the American Association of School Administrators.

In addition to attending the regularly scheduled meetings, the ERIC/CRESS representatives will have a room set up to display ERIC materials and will be on hand to answer questions about ERIC.

Health Career Development Program for the Rural High School

A publication of ERIC Clearinghouse on Vocational and Technical Education, Harold R. Rowe's *Health Career Development Program for the Rural High School* is a report of a project set up to provide curriculum-design data for the initiation of a health career program in the rural high school. It will be announced in the December 1970 issue of *Research in Education* and, at that time, will be available from ERIC Document Reproduction Service. Free copies, in limited supply, are now available from the Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

National Study of American Indian Education

Six of the documents from the National Study of American Indian Education were announced in the September issue of *Research in Education* and may be ordered according to instructions cited previously for obtaining microfiche or hard copy from ERIC Document Reproduction Service. Order the following by ED number:

Community Background Reports: Robeson County, North Carolina, Lumbee Indians, National Study of American Indian Education, Series I, No. 1, Final Report, by John Gregory Peck. (ED 039 077. EDRS Price: MF–$0.25; HC–$0.90.)

Design of the Study. National Study of American Indian Education, Series IV, No. 1, by Robert J. Havighurst. (ED 039 082. EDRS Price: MF–$0.25; HC–$1.65.)

The Extent and Significance of Suicide Among American Indians Today. National Study of American Indian Education, Series III, No. 1, Final Report, by Robert J. Havighurst. (ED 039 080. EDRS Price: MF–$0.25; HC–$0.60.)

Indians and Their Education in Chicago. National Study of American Indian Education, Series II, No. 2, by George D. Scott *et al.* (ED 039 079. EDRS Price: MF–$0.50; HC–$3.35.)

Indians and Their Education in Los Angeles. National Study of American Indian Education, Series II, No. 1, Final Report. by Robert J. Havighurst. (ED 039 078. EDRS Price: MF–$0.25; HC–$0.65.)

The Performance of American Indian Children on the Draw-A-Man Test. National Study of American Indian Education, Series III, No. 2, Final Report, by Kay Levensky. (ED 039 081. EDRS Price: MF–$0.25; HC–$1.20.)

This *News Letter* was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

New ERIC/CRESS Publications Now Available

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* * *

The Educational Disadvantage of the Indian American Student was written by L. Madison Coombs, formerly Deputy Assistant Commissioner for Education of the Bureau of Indian Affairs and Director of Educational Research. This publication is an analysis of current research in Indian education from Brewton Berry's study ending in 1967 to the present. (Price: $2.00.)

Migrant Education, A Selected Bibliography, Supplement No. 1, compiled by James Heathman and Alyce Nafziger, is an update of ERIC/CRESS's *Migrant Education, A Selected Bibliography* (which is also available from Manager, Duplicating Service for $1.75). The supplement covers relevant entries which have appeared in *Research in Education* from February of 1969 through June of 1970. (Price: $1.00.)

Ford Foundation Fellowships

Leadership Development Program for Nonurban Citizens. The Ford Foundation is sponsoring a Leadership Development Program offering fellowships to potential leaders from nonurban areas in the United States and parts of Canada. The Leadership Development Program, designed to foster personal growth of the individual by exposure to different people and programs in many settings, is primarily intended for classroom teachers and others (in school-related positions from nonurban areas) who are not currently leaders but who have displayed active commitment to their community. While there is no age limit, priority is given to those under 35 without advanced degrees. For more information, contact Ralph G. Bohrson, Program Officer, The Ford Foundation, 320 East 43rd Street, New York New York 10017.

Financial Aid for Mexican American and Puerto Rican Students. The Ford Foundation is also renewing its program of financial aid for selected Mexican American and Puerto Rican students who plan to enter graduate school for studies through the Ph.D in the humanities, the social sciences, or the natural sciences, and who plan to embark on a career of college teaching. More information is available from Doctoral Fellowships for Mexican American and Puerto Rican Students, The Ford Foundation, 320 East 43rd, New York, New York 10017.

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ERIC CRESS

NEWS LETTER

Volume 5, No. 4 Winter 1970

Program to Prepare Elementary Principals for Districts with Mexican American and Indian Students

Fifteen graduate students of New Mexico State University are being trained to become elementary school principals in school districts with large Mexican American and Indian student populations.

The project is among some 25 projects in the United States financed by the U.S. Department of Education through the Education Professions Development Act.

The 15 teachers being trained were chosen for the program from 200 applicants. A one-year program, the EPDA fellowship degree in educational administration.

"The major consideration of the project is to equip principals to make school decisions based upon needs of the Mexican American and Indian child. The curriculum is oriented toward intensive study of language problems and the cultural backgrounds of the Mexican American and the Indian," explained Dr. Louis Ruybalid, NMSU project director.

Upon completion of graduate degrees in educational administration, the graduate students will return to their home school districts to fill positions as principals in elementary schools with large numbers of Mexican American or Indian students.

"The EPDA fellows are exposed to numerous field activities which include observation in migrant areas surrounding Las Cruces, cultural exposure throughout the Southwest, and participation in current pilot bilingual language programs," Ruybalid said.

A field experience of the graduate students has been a project through which they spend five afternoons a week working with 45 Mexican American preschool children in East Las Cruces. The former elementary school teachers are hopefully giving the children a better chance of succeeding when they enter first grade by creating a proper curriculum and play environment for the children at the East Las Cruces Community Center.

A primary experience for the graduate students will be a ten-week internship in their home school districts working with principals of schools having large numbers of Mexican American or Indian students.

Selected Related Titles Available Through ERIC

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Federal Assistance for Staff Training (Project FAST), Detroit Public Schools, March 1968, 35 pp. (ED 022 717. EDRS Price: MF–$0.25, HC–$1.85.)

Preparing Teachers for Mexican American Children, by Thomas P. Carter, February 1969, 18 pp. (ED 025 367. EDRS Price: MF–$0.25, HC–$0.90. Also available in paper bound copy from Manager, Duplicating Service, Box 3CB, New Mexico State University, Las Cruces, New Mexico 88001. Duplicating Service Price: $1.00.)

Training Mexican American School Principals: An Analysis of a Program's Hits and Misses, by Patrick D. Lynch, February 1969, 26 pp. (ED 025 371. EDRS Price: MF–$0.25, HC–$1.30. Also available from Manager, Duplicating Service. Duplicating Service Price: $1.00.)

A Plan for Improving the Education of Disadvantaged Children Through In-Service Training of Administrators, Trainers of Teachers, and of Classroom Teachers. Director's Report, Corpus Christi University, July 1969. 34 pp. (ED 032 289. EDRS Price: MF–$0.25, HC–$1.80.)

The *News Letter* is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

National Conference on Indian Education

On October 29-31, in Tempe, Arizona, the Bureau of Adult, Vocational and Technical Education in collaboration with the National Indian Education Association and the Education for American Indians Office within the Office of Education held a national conference of Indian persons who were active in adult basic education, manpower development training, vocational education, and technical education. The aim of this meeting was to explore and delineate the needs of different Indian groups and to establish and decide upon strategies of implementation.

A suggested exemplary plan for adult vocational and technical education programs, with the special component of exploring the methods of Federal interagency funding and how these methods could be tied in to support the exemplary plan, evolved from the conference. The implementing agency of this model plan will be the newly formed National Indian Education Association. Its aims will be (1) to serve Indian communities throughout the nation with a strong organization which can address itself to the educational priorities of Indian communities, (2) to interpret these priorities for the appropriate officials, and (3) to serve as a liaison and dissemination center for Federal efforts. The Board of Directors, made up of seventeen Indian educators from across the nation, elected five officers:

President—Will Antell, Chippewa, Minnesota
First Vice-president—Dillon Platerp, Navajo, Arizona
Second Vice-president—John Winchester, Potawatomi, Michigan
Secretary—Sparlin Norwood, Cherokee, Oklahoma
Treasurer—William Demmert, Jr., Tlingit, Alaska.

The National Office is temporarily located at 1605 West Pine Street, Stillwater, Minnesota 55082.

The major Indian concerns which were salient discussion points during the Tempe conference were

1. Direct Federal funding to tribes.
2. Importance of Indians running their own programs.
3. Interagency funding.
4. Tribal management and leadership development.
5. Indian participation and involvement at all levels of Federal, state, and local employment.

Twelve Indian priorities were decided upon at the final meeting of the Tempe conference:

1. Leadership and tribal management training in adult basic education and technical education.
2. Indians for Indian jobs; Indians running Indian programs.
3. Indian participation, involvement, and planning at all levels of government.
4. Direct Federal funding to Indian tribes and/or Indian organizations.
5. Indians writing, implementing, monitoring, and evaluating Federal programs which are relevant to American Indians.
6. Adjustment, change, or waiver of guidelines and policies of Federal programs to fit Indian programs.
7. Influence on state departments of education to earmark a sizable percentage of their 15% discretionary funds for vocational education specifically for Indians.
8. Indian schools for slow achievers, dropouts, and special education students.
9. Indian Vocational Education School and Skills Center.
10. Evaluation of potential jobs for Indians in adult basic education at Federal, regional, and state levels; development of criteria and in-service training for job mobility within these categories.
11. Creation of an ad hoc interagency working committee to assess Indian needs and potential cooperative funding sources in developing a special legislative package.
12. Creation of a compliance committee within the U.S. Office of Education to work with regional and state officials in adult basic education, vocational and technical education, and manpower development training to involve Indians and the above-mentioned staff in planning developmental evaluation efforts.

ERIC/CRESS Represented at White House Conference

Dr. John Codwell, Deputy Director of the Education Improvement Project, Southern Association of Colleges and Schools, and member of the ERIC/CRESS advisory board, served as vice-chairman of one of the forums which represented the basic structure of the "White House Conference on Children and Youth" held in Washington, D.C. on December 13-18.

Dr. Everett Edington, Director of ERIC/CRESS, and Dr. Darrell Willey, Associate Director of New Mexico State University's Educational Research Center and member of the ERIC/CRESS advisory board, were delegates at the White House Conference.

Ford Foundation Fellowships

The Ford Foundation is sponsoring a doctoral fellowship program for American Indian students, Black students, Mexican American students, and Puerto Rican students who plan to enter careers in higher education. Applicants must have received a bachelor's degree during the ten years ending in September of 1971; must plan to enter graduate school and study full time for a Ph.D. in the humanities, the social sciences, or the natural sciences; and must not yet have started graduate study.

Awards will cover tuition and fees required by the graduate school, an allowance for books, and a monthly stipend.

The deadline for submitting applications is January 31, 1971. For application forms and further information, write Doctoral Fellowships, The Ford Foundation, 320 East 43rd Street, New York, New York 10017.

Traveling Art Studios Bring Cultural Studies to Indian Schools

The mobile art van, bringing professional fine arts instruction to Indian children in country schools, is the latest innovation in the Bureau of Indian Affairs' revamped curricula for reservation children.

Five traveling vans, in the tradition of the bookmobile that some educators have called the single greatest boon to teachers in the 20th century, are being equipped to tour the American West where most American Indians make their homes. The vans are scheduled to visit every Federal elementary and secondary school for Indians that does not have its own art teacher in residence. Most of the schools are small and rural, and the luxury of "enrichment" instruction is rare.

The vans—basically camper home units—are at present undergoing the last phases of renovation as art facilities. They are being fitted with special lighting, drawing boards, modeling wheels, silver-working equipment, textbooks—and, for still greater inspiration, collections of paintings, sculpture, drawings, and jewelry representative of the best productions by Indian students at the famed Institute of American Indian Arts in Santa Fe, New Mexico. Indian music and dance instruction will be provided through tape recordings and films.

Trained art instructors will be a key part of the traveling arts program. The vans will contain living and cooking quarters for the itinerant teachers.

One unit is now on the road in Arizona. The other four were expected to fan out December 1 on a six-month tour. Each is based at a regional office of the BIA serving Indian communities in Arizona, New Mexico, Oklahoma, and the Dakotas. One van will be assigned exclusively to the 24,000-square-mile Navajo Reservation, which has 58 Indian schools.

Funds for the project derive from a provision of the Elementary and Secondary Education Act (Title I) which calls for special aid to schools serving low-income families. Public school districts with sizable Indian student enrollments are also eligible for visitations from the BIA's mobile art studios.

Each van will spend at least one week—sometimes as long as three—at each school visited. The schedules will be prearranged. Teacher workshops during the past summer have helped to ready the school staff for the visits. The teachers are also supplied in advance with guidelines and materials for introductory lessons to prepare the students for formal instruction.

An ample supply of standard art supplies will be available on each van, with enough to allow for a supply to be left behind at each school when the van departs. In addition, students will be taught methods for using the materials indigenous to their local environments in the creation of their art forms. Pigments ground from stone, water colors blended from berries, brushes shaped by hand from twigs, and natural fibers such as leaf and bark will be prepared by the students in the Indian tradition.

Facilities of the mobile studios will be available to adults in the local communities after regular school hours.

The concept of the mobile art vans was developed by David C. Young, a specialist in cultural arts with the BIA. It was created in response to criticism from some Indian parents that cultural aspects of the American Indian heritage are often neglected in the curriculum. The "holding power" of art education has been demonstrated successfully in the unique school and post-secondary programs offered by the BIA at its Santa Fe institute of arts, a school exclusively for Indians and oriented largely to a fine arts curriculum. Many of its graduates have been recipients of scholarships to colleges of art and architecture and to museum schools in this country and abroad. A growing number of graduates are becoming established as professional artists, sculptors, designers, and writers.

This News Letter was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Outdoor Education Foreign Study Tour - Summer 1971

Northern Illinois University is sponsoring a six-week foreign study course focusing on the utilization of community and outdoor resources in the schools of England, Wales, and Scotland. Beginning on June 17 and ending on July 31, 1971, the course will cost approximately $1,050.00 plus university tuition ($86.25 for Illinois residents and $266.25 for out-of-state residents). The price includes transportation (from Chicago to London and return), meals, and housing. Not included are the costs of getting to Chicago, obtaining a U.S. passport, local airport taxes (if any), and personal items such as special foods and laundry.

Six semester hours of graduate or undergraduate credit will be earned by the 28 people selected as participants. The foreign study course is open to all persons of junior standing or above who are eligible for admission to Northern Illinois University.

For further information and application forms, write to Dr. Orville Baker, Foreign Study Programs, Northern Illinois University, DeKalb, Illinois 60115.

A Note to Indian Educators

ERIC/CRESS's publication *The Educational Disadvantage of the Indian American Student* by L. Madison Coombs, which was announced as being available from Duplicating Service, New Mexico State University for $2.00, is now being reprinted. The original supply of 200 copies was sold in three months.

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American Indian Education, A Selected Bibliography, *Supplement No. 1,* compiled by Alyce J. Nafziger, is an update of ERIC/CRESS's *American Indian Education, A Selected Bibliography.* (The original bibliography is available as ED 030 780 from ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Maryland 20014. EDRS price for microfiche is $0.50; hard copy price is $5.00.) The supplement covers relevant entries in *Research in Education* from September of 1969 through September of 1970 as well as citations from *Current Index to Journals in Education* beginning with the first issue in January of 1969 and continuing through the June issue of 1970. (Price for the paperbound supplement available at Duplicating Service is $2.00.)

Educational Innovations in Rural America by Alfred P. Wilson, covers a variety of innovations used in small schools, such as the use of technology, modular scheduling, team teaching, multiple classes, and non-graded schools. Dr. Wilson also discusses projects which have had a major impact on rural schools. (Price at Duplicating Service is $1.25.)

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